BSC 307 5-E Model Lesson Plan

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| **Title: Biome Bonanza** | **Grade Level: 9** |
| **Objectives:**  The student will be able to identify characteristics of the various biomes that are present on earth given a certain environment.  The student will be able to be able to apply the learned characteristics biomes to select an environment that fits the given conditions and defend their selection. | |
| **Illinois Learning Standards:**  State Goal #12 Understand the fundamental concepts, principles, and interconnections of life.   * 12.B.4a: Compare physical, ecological, and behavior factors that influence interactions and interdependence of organisms. * Descriptor Stage I – 12B-3: Apply scientific inquiries or research designs to research global biomes, identifying latitude, altitude, soil, temp, and precipitation ranges, and inhabitants of the six major land based biomes. Comparing salinity, light penetration, nutrients, and inhabitants of aquatic biomes, identifying feeding relationships within biomes or comparing climatographs of biomes. | |
| **Engagement:**  The students will watch a movie trailer and assess the qualities of the environment to determine what biome it relates to. | |
| **Exploration**:  The students will become an expert in their assigned biome by researching through the internet websites provided and filling out the biome table. | |
| **Explanation:**  The students will have to interview and be interviewed by other experts in the class. This will make them have to speak on what they learned to others, listen to what others have learned, and learn from listening. While observing, I will correct any false ideas that the students are speaking about. | |
| **Elaboration:**  The students will be given a new biome that they are not an expert in. For homework they will have to come up with another fictitious environment that shows the traits of their respective biome. They will have to take notes and record their findings and reasoning. | |
| **Evaluation(Assessment Strategies):**  The next day, they will have to explain and support why they made their choice for the biome-related environment. They will do this to the entire class. The previous experts in the particular biome and me will have to agree or disagree with whether or not they think that the environment fits within the biome. I will use this to determine whether or not they really understood the qualities of the respective biome. | |
| **Rationale:**  The ability of students to be able to apply concepts that they learn in school, outside of school is extremely important for the development as an adolescent. The reason I used the cartoon videos was to have the students first look at something that they already know and make new connections about it that they may not have thought about before. They will notice the traits of what they are watching that they probably hadn’t seen previously. Then when they see a cartoon environment or an environment on television in the future they will make the same connections and observe the components of that particular biome. This will perpetuate the material learned in class. The relationships that they develop about various artificial biomes will apply to how they perceive actual environments that they may encounter or learn about. | |
| **Resources:**  *Finding nemo trailer*. (2008). [Web]. Retrieved from <http://www.youtube.com/watch?v=wZdpNglLbt8>  *Madagascar: escape 2 africa trailer*. (2008). [Web]. Retrieved from <http://www.youtube.com/watch?v=kyrWIwz81kU>  *Bambi diamond edition trailer*. (2011). [Web]. Retrieved from <http://www.youtube.com/watch?v=x6mt9t8FEaI>  *Tarzan trailer*. (2009). [Web]. Retrieved from <http://www.youtube.com/watch?v=lfciC33t3M0>  *The world's biomes*. (2007, March). Retrieved from <http://www.ucmp.berkeley.edu/exhibits/biomes/index.php>  *Biomes of the world*. (2010). Retrieved from <http://www.blueplanetbiomes.org/world_biomes.htm> | |